

THE READING STRATEGIES AND READING COMPREHENSION OF THE HEALTH ANALYST DEPARTMENT STUDENTS

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Abstract

This research focused on the issue of the reading strategies and reading comprehension of the Health Analyst Department students. The Health Analyst Department students need reading strategies to acquire knowledge according to their specific needs. They need to be able to comprehend their target texts. This research aimed to identify the Health Analyst Department students' reading strategies and reading comprehension achievement as well as to correlate their reading strategies to reading comprehension. This research employed qualitative method. The research utilized Mokhtari and Sheorey' (2002) survey of reading strategies (SORS) and reading comprehension test (RCT) as research instruments. All research data of reading strategies (global, problem solving and support reading strategies) and reading comprehension were analyzed by using descriptive statistics, linear regression and Pearson's Product Moment correlation test. The students frequently utilized the problem solving reading strategies in comprehending their target texts. The correlation coefficient of support reading strategies is greater than the two others. Those results give indications that the students' choices of reading strategies do not always give better reading comprehension. The students' reading strategies have significant positive correlation to their reading comprehension with regard to their comprehending the target texts.

Key words: *reading strategies, reading comprehension.*

Background

The students and the researcher at Health Analyst Department need to know reading strategies are really needed in reading activities. Their getting meaning and decoding unfamiliar lexical items are important for them in comprehending the target texts accurately. The students need to be able to choose which strategies benefit their reading activities in class and in **the laboratory**. However, the students still have some difficulties when they do reading activities in the form of English written texts. They need more time and practice to have the ways of finding meaning in English written texts.

Reading English written texts is quite difficult for Indonesian students because they have different situation or culture backgrounds in

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comprehension. Indonesian students in the beginning of reading activities have difficulties in acquiring knowledge of words (vocabulary), understanding sentences, and understanding passages. Patel and Jain (2008) state that reading is not only a source of information and a pleasurable activity but also a means of consolidating and extending one's knowledge of the language.

Madhumathi and Ghosh (2012) investigated Indian university students' reading strategies, the relationship between second language reading proficiency and reading strategy use, and the significant difference in strategy use associated with gender. They studied the relationship of students' reading achievement and reading strategies (global, support and problem solving) in comprehending academic reading materials. They analyzed the data by using sample t-tests to compare the significance differences between the three subdivisions: global, support, and problem solving reading strategy. They also analyzed the data by using Pearson-product moment correlation to study the relationship among the three subdivisions of SORS, total SORS and RCT scores. Finally, they analyzed the data by using One-way ANOVA to identify the significant mean difference for all these variables.

Madhumathi and Ghosh (2012) found that the students employed concentration while reading the text, but they were not taking measures to evaluate the meaning of the text that they read. They also found that the high proficiency students more frequently used the reading strategies to comprehend the text fast. Furthermore, they found that 73% of the females and 38% of the male students did extra reading at home. They concluded that ESL students are consciously employing a wide variety of reading strategies similar to that of native readers of English, in order to achieve comprehension.

Karbalaee (2013) investigated whether any statistically significant relationship existed between Iranian EFL students' reading strategy and their reading achievement performed in their reading comprehension test (RCT) scores. She tried to study the relationship between Iranian EFL students' overall, global, support, problem solving reading strategy and their RCT scores; the use of Iranian EFL students' overall reading strategy as a predictor of their RCT scores; and Iranian EFL students' use of any of reading strategy subscales, namely Global, Support, and Problem Solving as a predictor of their RCT scores. She analyzed the data by using a multiple regression. Her research approved that reading strategies have significant relationship to achievements of reading comprehension.

Santiana (2009) investigated the reading strategies and their reading comprehension of the third grade junior high school in Ciamis West Java Indonesia, by using Oxford SILL version 7.0. She studied the research of correlation between 12 (twelve) reading strategies and reading comprehension with reading strategies inventory (adopted from Oxford (1989) SILL version 7.0) and reading comprehension test. She tried to

correlate reading strategies and reading comprehension by using Product Moment statistics. She found that the students most frequently used cognitive reading strategies. The statistical result showed that reading strategies and reading comprehension are significantly correlated.

Thereby, the writer wants to identify reading strategies and reading comprehension as well as to study the correlation between reading strategies and reading comprehension of the Health Analyst Department students with Mokhtari and Sheorey' (2002) survey of reading strategies (SORS) and reading comprehension test (RCT). Besides, the writer has the desire to develop the students' reading strategies in comprehending laboratory procedure manuals and laboratory equipment instructional manuals.

This research is a descriptive case study of reading strategies and reading comprehension of the Health Analyst Department students. It attempts to answer the following questions:

1. What reading strategies are used by the Health Analyst Department students in comprehending laboratory procedure manuals and laboratory equipment instructional manuals?
2. What reading comprehension is acquired by the Health Analyst Department students in comprehending laboratory procedure manuals and laboratory equipment instructional manuals?
3. Do students' reading strategies of Health Analyst Department students correlate with their reading comprehension in comprehending laboratory procedure manuals and laboratory equipment instructional manuals?

Theoretical Framework

This research is conducted based on Janzen's (2002) theories on three important points of reading strategies for reading comprehension. The three important points are (1) strategies help to improve reading comprehension as well as efficiency in reading; (2) students will be expert readers in reading by using strategies; (3) strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text (Janzen, 2002).

Methods

In this research the writer utilized survey of reading strategies (SORS) and reading comprehension test (RCT) as research instruments. The writer examined the twenty items in the try-out of the reading comprehension test by checking item difficulty and item discrimination test.

A questionnaire was used to collect the data about students' reading strategies, namely global reading strategies, problem solving reading strategies, support reading strategies and overall reading

strategies. The global reading strategies comprises 13 (thirteen) items, the problem reading strategies comprise 8 (eight) items, the support reading strategies comprise 9 (nine) items. The Survey of reading strategies used five Likert scales for 30 (thirty) items. The two variables of this research are reading strategies and reading comprehension test achievement. The first variable of research is the reading strategies and the second variable of research is the reading comprehension test achievement.

Before conducting the Pearson's Product Moment correlation analysis, the writer made sure of the normality value of 0.084 for the global reading strategies at 0.200 significance, 0.128 for the problem solving reading strategies at 0.200 significance, 0.184 for the support reading strategies at 0.011 significance, and 0.141 for the overall reading strategies at 0.135 significance (two tailed $p > 0.05$). The writer performed the Cranach's alpha reliability test to the correlation between the survey of reading strategies and reading comprehension. The Cranach's Alpha coefficient of the correlation reliability between reading strategies and reading comprehension was 0.883.

The Result

The students' reading Strategies

The study revealed that the maximum global reading strategies survey score was 53. The minimum global reading strategies survey score was 33. The mean of global reading strategies survey score was 43.80 The problem solving reading strategies survey score has minimum score at 22 and maximum score at 37. The mean of problem solving reading strategies survey score is 29.10 with standard error 0.785. The standard deviation of problem solving reading strategies survey score is 4.366. The range of problem solving reading strategies survey score is 15. The median of global reading strategies survey score is 30.00. The mode of problem solving reading strategies is 32. The distribution of problem solving reading strategies is 60% high score (18 subjects) and 40 % medium score (12 subjects).

The minimum score of support reading strategies survey is 24. The maximum score of support reading strategies survey is 37. The range of support reading strategies survey is 15. The mean of support reading strategies survey is 29.17 with standard error 0.785. The standard deviation of support reading strategies survey is 4.300. The variance of support reading strategies survey is 18. The indication of support reading strategies survey score is a relatively peaked distribution. The distribution of support reading strategies survey score is 36.7% high score (12 subjects) and 63.3% medium score (18 subjects).

The Students' reading Comprehension

The minimum score of students' reading comprehension was 55. The maximum score of their reading comprehension was 90. The mode score of their reading comprehension was 65. The mean score of reading comprehension was 69.17 with standard error 1.440. The standard deviation of reading comprehension is 7.887. The range of reading comprehension achievement was 35. The variance of reading comprehension is 62.213.

The Correlation between the Reading Comprehension and Reading Strategies

The global reading strategies have significantly positive moderate correlation to students' reading comprehension. It is shown by 0.686 Pearson's Product Moment correlation coefficient. The relationship between the global reading strategies and the reading comprehension was high. The correlation coefficient of problem solving reading strategies to reading comprehension is 0.558. The problem solving reading strategies have significantly moderate correlation with reading comprehension. The relationship between problem solving reading strategies and the reading comprehension was high.

The correlation coefficient of the overall reading strategies and reading comprehension was 0.768. It means that the relationship between the overall reading strategies and the reading comprehension as high.

Discussion

The global reading strategies reveal how students develop meta-cognitive strategies namely planning, guessing, visualizing, evaluating and criticising reading. The students have the capabilities for self-questioning, constructing mental representations to integrate information from text, and identifying text consistencies. The correlation of the global reading strategies to reading comprehension is relatively positive for developing reading.

The problem solving reading strategies reveal how the students combine Meta-cognitive and cognitive strategies namely reading speed adjustment, controlling reading, intensive reading and guessing. The correlation of the problem solving reading strategies to reading comprehension is quite positive potential for developing reading.

The support reading strategies reveal how the students develop the awareness of reading strategies namely paraphrasing, finding idea relationship, making personal question for reading and thinking reading both in second and first language. The correlation of support reading strategies to reading comprehension is moderate positive for developing reading.

Conclusion

The students' problem solving reading strategies lead in comprehending their target texts at Health Analyst Department. Particularly, the students got back on track when they lose concentration in comprehending their target texts. They thought about what they know to help them understand in comprehending their target texts. They utilized guessing the meaning of unknown words or phrases in laboratory procedure manuals and laboratory equipment instructional manuals. They also applied re-reading laboratory procedure manuals and laboratory equipment instructional manuals for increasing understanding.

The writer can conclude that the reading comprehension of Health Analyst Department Students is good enough, but it still needs to be improved and developed. They need chances and motivation from their environment to train themselves for better comprehending laboratory procedure manuals and laboratory equipment instructional manuals.

The research result presents that reading strategies have significantly positive correlation to better reading comprehension. The support reading strategies give more significant correlation than the global and problem solving reading strategies. The frequencies of problem solving reading strategies utilization do not have good correlation effect in better reading comprehension. It can be concluded then that the correlation between students' reading strategies and their reading comprehension is relative.

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